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September 25, 2002 Contact: Kim Hunter Reed

REGENTS APPROVE NEW ADMINISTRATIVE PAY POLICY

Baton Rouge: The Louisiana Board of Regents today approved changes to strengthen its policy guiding administrative salaries at public colleges and universities. The board adopted last month's suggested changes which include:

- *Recognition of the Colleges and Universities Professional Association for Human Resources (CUPA) data as the official state numbers to be used for administrative peer salary comparisons.
- *An expectation that system management boards conduct regular performance assessments of senior officials to inform salary adjustment decisions
- *Full public disclosure of all administrative compensation regardless of the source of funds
- *Salary supplements from private sources are to be controlled by the system management boards
- * Requirement that administrative salary supplements from private sources not obligate the state or public funds in the future, and
- * More timely administrative salary updates.

The state legislature mandated by law that administrative salary increases be set under guidelines adopted by the Board of Regents in response to negative public reaction to significant administrative salary increases awarded by some system boards in 1999. Last month, board members received the 2001-2002 administrative salary report then immediately began taking steps to tighten and improve the policy.

For example, the current administrative policy was silent on the use of private funds which are beginning to be used more often across the country to supplement the salaries of campus administrators. Today's approved changes require that all salary, regardless of source, be reported.

(more)

ADD ONE

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The Board also received a series of proposals from staff regarding options to tighten the focus of administrative salaries, ranging from limits which would apply to individual administrative positions to limits applying to various categories of administrative positions.

LSU Board member Victor Bussie, who also sits on the Board of Regents finance committee, asked that discussions on options to further tighten the Regent's policy be discussed with the state's system management boards before final action is taken.

"I simply ask that we defer this action until we seek management board input," Bussie said. Commissioner of Higher Education, Dr. Joe Savoie, stated that those meetings would be scheduled before next month's meeting.

Also during today's meeting, LSU Student Government Association Senator Donald Hodge addressed the Board and shared a copy of the student's resolution opposing Chancellor Mark Emmert's pay increase.

"There has been an outpouring of opposition to this pay increase. Unfortunately, higher education has become more about higher pay than about education itself. We wholeheartedly agree with the Board of Regents on this matter. You can send a strong message that this fancy footwork by LSU will not be tolerated and that they need to fall in line," Hodge said.

"We realize that this has had an unsettling effect on the LSU system and higher education in this state," said Regent Chairman Richard D'Aquin in recognizing the students attending today's meeting. "This board is addressing it," D'Aquin said.

In approving today's actions, Board members directed that the new Regents policy be shared with members of the state legislature as well as the higher education community.

The Regents' policy is designed to provide data to system boards on peer comparisons by type of institution and data on comparable faculty salaries. The policy requires that administrative salaries overall be no closer to their peers in the Southern states than faculty salaries are to their peers.

In other action, the Board:

- Distributed \$14.9 million in performance and quality improvement funds designed to drive continued improvements in campus quality and to address statewide priorities such as teacher redesign efforts.
- Received the Noel-Levitz report on state market research to be used in Master Plan implementation, and

Approved a number of newly-redesigned undergraduate teacher education programs.

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